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ABSTRACT

Taking effect in Fall 2002, the No Child Left Behind legislation will help to enable a high-quality education for every child in America, regardless of income, ability, or background. The legislation gives states more flexibility on how they spend their education dollars, and in return, requires them to set standards for student achievement and to hold students, teachers, and other educators accountable for results. No Child Left Behind also gives parents new opportunities to ensure that their children receive the very best education possible. This guide for parents outlines what they need to know about the legislation. Using a question and answer format, the guide details the legislation's impact in the areas of: (1) accountability, including requirements for states and school districts to publish report cards on school performance; (2) testing, including effects of testing requirements on teaching; (3) reading, including why it is important for children to read better so early in school, and the goals of the Reading First initiative; (4) what works, detailing the role of scientifically based research in the legislation requirements; (5) teachers, including how parents can help their child's teacher; (6) creating safer schools, including the "Unsafe School Choice Option"; and (7) Choice, including who would be eligible for the school choice option and who can offer alternative schooling. (Contains a list of Web sites for additional information, key implementation dates, and a glossary.) (HTH)

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No Child
LEFT BEHIND

What to Know & Where to Go

Parents' Guide to *No Child Left Behind*

A New Era In Education

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WHAT TO KNOW & WHERE TO GO

Parents' Guide to *No Child Left Behind*
A New Era in Education

"When it comes to the education of our children…failure is not an option."

—President George W. Bush

U.S. DEPARTMENT OF EDUCATION
Rod Paige
Secretary
April 2002

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THE SECRETARY OF EDUCATION
WASHINGTON, D.C. 20202

April 2002

Dear Fellow American:

Most of us celebrated the turn of the century on January 1, 2000. But for America's children, the turn of the century came on January 8, 2002.

On that day, President Bush signed *No Child Left Behind* into law, closing a successful year of bipartisan cooperation in Congress and opening a new era in American education.

Never in the history of human civilization has a society attempted to educate all of its children. Under this new law, we will strive to provide every boy and girl in America with a high-quality education – regardless of his or her income, ability or background.

For the first time, the federal government is investing in successful public education instead of continuing to fund a failing system. The new law gives states more flexibility on how they spend their education dollars. In return, it requires them to set standards for student achievement and to hold students, teachers and other educators accountable for results. *No Child Left Behind* also gives parents new opportunities to make sure their children receive the very best education possible.

No Child Left Behind helps us look at schools, governance and the federal role in education the right way. It reminds us that the goal of schools is not to issue diplomas, but to educate students, because our nation's freedom ultimately depends on an informed public and a high standard of educational excellence.

Sincerely,

Rod Paige

Rod Paige

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A New Law, A New Era...

What No Child Left Behind Means for You

Begins early to prevent children from having learning difficulties

Children who read well in the early grades are far more successful in school in later years. Children who enter school with pre-reading and language skills are more likely to learn to read well. It's never too early to start talking with and reading to babies. *No Child Left Behind* does not waste one moment of a child's life before beginning his or her education.

Gives children and parents a lifeline

This law ushers in a new era in education. Children will no longer be left behind in schools. Every child will have the opportunity for a quality education that prepares him or her for the future. Parents will know when their child is falling behind, and they will have new options if their child's school isn't meeting their needs. Schools that don't improve or meet state standards must use their federal funds to get children extra help; that might mean transferring to a better school in the area or paying for "supplemental services" in the community such as tutoring, after-school programs, remedial classes, or summer school.

Hands parents more information on their child's progress

Under the *No Child Left Behind Act*, each state will measure every child's progress in grades three through eight in reading and math.

Alerts parents to important information on how their child's school is doing

No Child Left Behind gives parents report cards so they can see which schools and districts are succeeding and why. With this information, *No Child Left Behind* gives parents, community leaders, teachers, principals and elected leaders the information they need to improve schools.

Gives resources to teachers and schools

In this new era of education, schools will have the funding and resources they need to improve. Since 1994, federal spending on education has more than doubled. Federal spending on education will grow 29 percent with *No Child Left Behind*. Today, more than $7,000 on average is spent per pupil by local, state and federal taxpayers.

Puts valuable information into the hands of teachers

Measuring children's progress provides teachers with independent information about each child's strengths and weaknesses. With this knowledge, teachers can craft lessons to make sure each student meets or exceeds the standards.

Tells parents and principals how well instructional programs are working

Parents will know how well learning is occurring in their child's class. They will have information about how well their child is progressing compared to other children.

Annual tests will give principals independent information about exactly how much progress each teacher's students have made, so they can also make good decisions about teacher needs.

Allows more flexibility

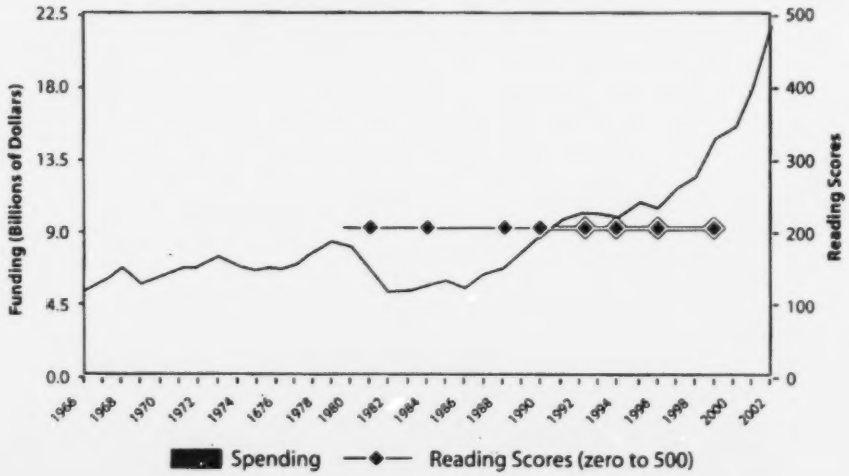
No Child Left Behind gives schools more flexibility in how they spend taxpayer dollars. That means principals and administrators will spend less time filling out forms and less time dealing with federal red tape. It also means they will have more time to spend focusing on student progress.

Gives school board members and superintendents better information on the basics

No Child Left Behind ensures every child gets a solid and challenging curriculum aligned with rigorous academic standards. That's why it requires schools to use lessons and materials backed by sound, scientific research.

WHY *NO CHILD LEFT BEHIND* IS IMPORTANT TO AMERICA:

Reading Scores (Age 9) and Total Elementary and Secondary Education Appropriations



Since the Elementary and Secondary Education Act first passed Congress in 1965, the federal government has spent more than $321 billion (in 2002 dollars) to help educate disadvantaged children. Yet nearly 40 years later, only 32 percent of fourth graders can read skillfully at grade level, and their reading scores on the National Assessment of Educational Progress (NAEP) have not improved in 20 years. Sadly, most of the 68 percent who can't read well are minority children and those who live in poverty.

The good news is that some schools in cities and towns across the nation are creating high achievement for these same children. If some schools can do it, then all schools are able to do it.

United for Results

Through *No Child Left Behind*:

Parents will know their child's strengths and weaknesses and will have the freedom and flexibility to get extra help.

Teachers will have the resources and support to teach solid curricula, as well as independent information to help them know where children need extra attention.

Principals will have the information to strengthen their schools' weaknesses and use methods that are proven to work best.

Superintendents will be able to see which of their schools and principals are doing the best job—and which schools and principals are helping all children succeed.

School boards will be able to measure how their district is doing and measure their school district in relation to others across the state.

Chief state school officers will know how the schools in their states and in other states are doing.

Governors will have a yearly report card on how their states' schools are doing, so they can highlight the best schools and help the worst.

Community leaders and volunteer groups will have the information and the opportunity to rally their members to help the children and schools that need the most help.

Business leaders will have confidence that a high school diploma means something, and that a high school graduate has the knowledge and skills needed to succeed and compete in today's workforce.

Answers for Parents and Communities

No Child Left Behind gives parents new tools to help their children learn and to help improve America's schools. *No Child Left Behind* is designed to highlight success and shine a light on failure. It will give them objective data. By 2005, every state will test all students in grades three through eight on what they know in math and reading. By 2007, students will be tested in science, too. Many parents have children who are getting straight A's, but find out too late that their child is not prepared for college. That's just one reason why *No Child Left Behind* gives parents objective data about how their children are doing.

The new law takes effect in the fall of 2002. That's why it is critical that parents and educators are informed about the new reforms and improvements brought about by *No Child Left Behind*.

No Child Left Behind gives districts new flexibility and freedom with federal funds so children with disabilities can be better served. President Bush and Secretary Paige will work with Congress to make sure reform starts with getting children help, focusing on results and reducing regulations that hinder outreach to these children.

ACCOUNTABILITY

What are the requirements of* No Child Left Behind *for states and school districts to publish report cards on school performance? Starting with the 2002-2003 school year, state test results will be reported to the public in order to hold schools accountable for improving the academic achievement of each and every student. The following information will be on the state report card:

- student academic achievement on statewide tests disaggregated by subgroup;
- a comparison of students at basic, proficient and advanced levels of academic achievement (Levels will be determined by each state);
- high school graduation rates (also, how many students drop out of school);
- number and names of schools identified for improvement;
- professional qualifications of teachers; and
- percentage of students not tested.

School districts must prepare annual reports for parents and the public on the academic achievement of all schools combined and of each individual school. The school district report cards will include the same information as the state report card. For individual schools, the report card will include whether the school has been identified for school improvement and how its students performed on the state test compared to other students in the school district and state as a whole.

How can I see these school report cards? In addition to student report cards, schools will report overall results for student learning. These school report cards must be disseminated widely through public means, which could be posted on the Internet, distributed to the media or distributed through public agencies.

Will tests measure the progress of schools? Yes. *No Child Left Behind* received support from both Democrats and Republicans because it demands results from every school for the benefit of every child. Each year Americans will be able to find out if their schools are improving. To put it another way, whether they are making adequate yearly progress.

How will measuring "Adequate Yearly Progress" help improve schools? Adequate Yearly Progress (AYP) is an individual state's measure of yearly progress toward achieving state academic standards. It sets the minimum level of improvement school districts and schools must achieve each year. *No Child Left Behind* raises the bar of expectations for all students–especially ethnic groups and disadvantaged students who are falling farther and farther behind and who are most in danger of being left behind.

It works like this: States start by defining Adequate Yearly Progress–the measurements of academic improvement a school must achieve to ensure that, at the end of 12 years, every student graduating will have mastered the basics.

Each state chooses where to set the initial academic achievement bar based on the lowest achieving demographic group or based on a measure of the lowest-achieving schools in the state, whichever is higher. Once the initial bar is established, the state is required to "raise the bar" gradually to reach 100 percent proficiency at the end of 12 years. The initial bar must be raised after two years, and subsequent thresholds must be raised at least once every three years.

This guarantees every school will be striving to improve.

What if a school fails to improve? Parents will get options for their children, and districts will have ways to get children extra help. Schools that have not made state defined adequate yearly progress for two consecutive school years will be identified before the beginning of the next school year as needing school improvement.

Immediately after a school is found to be in need of improvement, officials will receive help and technical assistance. These schools will develop a two-year plan to turn around the school. Every student in the school will be given the option to transfer to a better public school in the district or a public charter school.

If the school does not make adequate yearly progress for three consecutive years, the school remains in school improvement status and the district must continue to offer public school choice to all students. The school must also provide supplemental education services to disadvantaged children who remain at the school. Parents can choose the services their child needs from a list of approved providers.

If the school fails to make adequate yearly progress for four consecutive years, the district must implement certain corrective actions to improve the school, such as replacing certain staff or fully implementing a new curriculum, while continuing to offer public school choice and pay for supplemental services.

If a school fails to make adequate yearly progress for five consecutive years, it will be identified for restructuring. First, it would have to develop a plan and make the necessary arrangements to implement significant alternative governance actions, such as state takeover, the hiring of a private management contractor, converting to a charter school, or significant staff restructuring.

During this entire time of getting the school help, parents and children will get public school choice and supplemental services, so they won't be trapped in failing schools and risk being academically left behind.

Are there any rewards for schools or teachers that do well? The law authorizes state academic achievement awards to schools that close achievement gaps between groups of students or exceed academic achievement goals. States may use federal funds to financially reward teachers in schools that receive academic achievement awards. In addition, states may designate schools that make the greatest achievement gains as "Distinguished Schools."

TESTING

What effect will testing have on children? For some parents, testing causes stress and anxiety, but testing is a normal and expected way of assessing whether curriculum has been learned. In reality, children have always been assessed throughout the year to ensure they know the academic content taught in the classroom. Testing once a year using a test matched to the state's standards gives an independent insight into both the child's and the school's progress. This way the state will ensure that children aren't left behind or trapped in a failing school. It's better to know this early, before it is too late to prepare children for the real tests in life.

Will the results of a child's test be private? Absolutely. Only the parent and the school will get to see how their child is improving and progressing. Although states and districts will release report cards on their students' test results, individual student scores will not be made public.

Some people say testing will make teachers "teach to the test." Are those people right? No. The state tests are expected to measure how well students meet the state's academic standards. The whole curriculum should be taught in the classroom. If teachers cover the subject matter required by the standards and teach it well, then students should do well on the test. *No Child Left Behind* does not encourage teachers to cover specific test questions. It's like taking a driver's education class. The instructor covers all the important content the state wants the driver to know for the driver's test, plus much more.

Many of the nation's best schools and those improving the fastest don't just think testing is important. They think that improving education would be impossible without it. As a former school board member in a major urban school district said, "School systems and schools exist to educate students. The core activity is teaching and learning. How can a school system or a school continuously improve if it does not measure growth in student achievement? As quality management teaches: What you value, you measure; what you measure, you get. It is almost inconceivable that a school system would not want to know the answer to the most fundamental of all questions: Are the children learning?"

Will testing help teachers? Annual testing provides teachers with information about the strengths and weaknesses of every child. With this knowledge, teachers can craft lessons to make sure each student meets or exceeds state standards. It also tells the teacher if he or she has been effective teaching particular content. Test cramming is one sign that the curriculum at your child's school may not be aligned with the academic standards being tested.

What about principals? Will testing help them? Absolutely. Annual tests show principals exactly how much progress each teacher's students have made. With good information, principals can make good decisions about program selection, curriculum arrangement and professional development. Using the testing provisions in *No Child Left Behind*, principals will have the information they need and the freedom to use funding for the resources and training teachers need to meet the needs of every child.

Reading, math and eventually science will be tested. What about other subjects? *No Child Left Behind* doesn't require annual statewide testing of other subjects, but that doesn't mean your state will not test history, geography or writing skills, for example. Many states recognize how important it is to measure whether the schools are getting results in every academic area and to make sure parents aren't disappointed with their child's education. Reading, math and science are key to the mastery of all other subjects and to a child's success in life. That's why *No Child Left Behind* focuses on these subjects.

Who will pay for these tests? *No Child Left Behind* authorizes $387 million in federal funds for states to develop and administer the tests. Many states began this process several years ago using state funds.

What if a parent wants to home-school their child? Does the new law require tests at home? Nothing in the *No Child Left Behind Act* affects a home school or permits any federal control over any aspect of a home school, whether that home school is treated as a home school or a private school under state law. Students who are home-schooled are not required to take any test referenced in the law.

What is the National Assessment of Educational Progress (NAEP)? NAEP tests are administered to a sample of students from a variety of backgrounds in each state to get an overall picture of a state's progress. Beginning with the 2002-03 school year, the Department of Education will pay for states to participate in the NAEP reading and math assessments for fourth and eighth grade students every two years. That way the performance of children in one state can be compared with the performance of children in other states.

NAEP also shows parents how rigorous the standards and tests are for each state. If there is a large discrepancy between children's proficiency on the state tests and the percentage of children proficient on the NAEP, then that suggests that the state's measure might not be rigorous enough.

READING

How are America's children doing in reading? Not as well as they should. Approximately 40 percent of students across the nation cannot read at a basic level. Almost 70 percent of low-income fourth-grade students cannot read at a basic level. In other words, these children struggle with reading skills such as understanding and summarizing a story. Almost half the students living in urban areas cannot read at a basic level. Average-performing students have made no progress over the past 10 years, and the lowest-performing readers have become less successful over this same time period.

What is the key to helping children become successful readers? Research has consistently identified the critical skills that young students need to become good readers. We know what works. Teachers across different states and districts have demonstrated that sound, scientifically based reading instruction can and does work with children. The critical missing piece lies in helping teachers benefit from the relevant research in each and every classroom. Real, nationwide progress can be made when we help our teachers learn proven methods and actually use them in America's classrooms to make sure that every child becomes a successful reader.

Why is it important for children to read better so early in school? Research shows that children who read well in the early grades are far more successful in later years. Put another way—reading is a gateway skill to all learning. Young, capable readers can take greater advantage of school opportunities and develop invaluable confidence in their own abilities. Reading success leads directly to success in other subjects, such as social studies, math and science. In the long term, students who cannot read well are much more likely to drop out of school and be limited to lower-paying jobs throughout their lifetimes. Reading is undeniably one of the foundations for success in society.

What is being done to help children learn to read well by the end of the third grade? Improving the reading skills of children is a top national and state priority. President and Mrs. Bush, Secretary Paige, governors, business leaders, elected officials, citizens, community organizations, parents and teachers are deeply committed to doing whatever it takes to ensure that every child can read. In the past few years, science has provided tremendous insight into exactly how children learn to read, and related research has identified the most essential components of reading instruction.

What is* Reading First *and what are its specific goals? *Reading First* is a bold new national initiative squarely aimed at helping every child in every state become a successful reader. For this purpose, nearly $1 billion will be distributed annually among the 50 states, the District of Columbia and Puerto Rico over the next six years. These funds are specifically dedicated to helping states and local school districts establish high-quality, comprehensive reading instruction for all children in kindergarten through third grade.

***What is different about* Reading First?** *Reading First*, unlike previous national reading programs, is a nationwide, classroom-focused effort designed to help each and every student become a successful reader. Every state will be eligible to apply, and the most needy schools and districts will receive the funds and other support they need to succeed. It differs from earlier initiatives by establishing clear, specific expectations for what can and should happen for every single student in a classroom. *Reading First* specifies that teachers' classroom instructional decisions must be informed by scientifically based reading research.

Through *Reading First*, grants will be available for state and local programs in which students are systematically and explicitly taught five crucial early reading skills:

- ***Phonemic awareness:*** the ability to hear and identify sounds in spoken words.
- ***Phonics:*** the relationship between the letters of written language and the sounds of spoken language.
- ***Fluency:*** the capacity to read text accurately and quickly.
- ***Vocabulary:*** the words students must know to communicate effectively.
- ***Comprehension:*** the ability to understand and gain meaning from what has been read.

How will* Reading First *help classroom teachers? *Reading First* appropriately concentrates attention on classroom learning. After all, during the average school day, students spend most of their time in classrooms. Classroom instructional time should reflect the most accurate and up-to-date knowledge about the science of teaching children how to read. For that reason, *Reading First* provides funds to states and local districts to help classroom teachers improve the reading instruction they deliver to all of their students.

States will ensure that primary grade teachers deliver reading instruction that is informed by scientifically based reading research. For those teachers in schools and districts with the greatest need, *Reading First* funds may be used to organize additional professional development, purchase or develop high-quality instructional materials and administer assessments or diagnostic tests. The common goal is to make sure that teachers have all the necessary tools to provide coherent, skills-based reading instruction for all children.

***What are the expectations of* Reading First?** Students are expected to become proficient readers by the end of third grade. Teachers are expected to deliver consistent and coherent skills-based reading instruction. District and state leaders are expected to provide educators with ongoing, high-quality support that makes a difference in the classroom. *Reading First* contributes to these high expectations by steadfastly supporting high-quality local and state reading initiatives with the funds needed to make real improvements.

How will we know if* Reading First *is working? *Reading First* will be working when every child in our country becomes a successful and proficient reader, irrespective of economic circumstances or family background. Further, these efforts will be proved to work when every child can read and understand a mathematics problem, social studies textbook or science experiment because of a firm reading foundation established in the early elementary years through well-delivered, strong instruction. These efforts work when every child is ready for success and achievement in the later grades because every child mastered reading in the early grades.

Doing What Works

There are a lot of education fads. Does* No Child Left Behind *do anything to prevent bad ideas or untested curricula from being used in my child's classroom? The president's *No Child Left Behind* puts a special focus on doing what works. The new law stresses the importance of selecting instructional approaches that have a proven track record. For too many years, too many schools have experimented with lessons and materials that have failed and have not been proven effective.

What is scientifically based research? To say that an instructional practice or program is research-based, we must have carefully obtained, reliable evidence that the program or practice works. For example, an evaluation might measure groups of children who are learning how to read using different methods and then compare the results to see which method is most successful.

No Child Left Behind moves the testing of educational practices toward the medical model. Whenever the results of scientifically controlled studies (like clinical trials) are available, educators are expected to consider their results before making instructional decisions. Under the new law, federally funded education programs or practices must be based on evidence that validates their usefulness in achieving the stated outcome specified in the law.

For example, there are five essential components of reading instruction: phonemic awareness, phonics, oral reading fluency, vocabulary development and comprehension strategies.

These have each been validated through years of peer-reviewed and replicated scientific research into the practice of reading instruction. These findings were reported in the congressionally-mandated National Reading Panel report in April 2000 and have now been written into the new law. For more information about this subject, call 1-800-USA-LEARN and request "Put Reading First" for parents and "Reading Tips for Parents."

How does scientifically based research apply to other federal education programs? The Department of Education is striving to conduct and collect additional research using the same high scientific standards used for reading and to apply the results of that research to math, science, professional development and comprehensive school reform.

TEACHERS

How will this law help teachers? Nothing is more important to a child's education at school than having a well-prepared teacher. That's why *No Child Left Behind* puts special emphasis on teaching. Right now some children have teachers who have not mastered what they are teaching. For example:

- Just 41 percent of teachers of mathematics had math as an area of study in school. That's 30 percentage points lower than the international average.
- In English classes, one-fifth of all public school students in grades seven through 12 were taught by teachers who did not have at least a minor in English, literature, communications or journalism.
- In history and physical science, more than one out of every two children is being taught by a teacher who has never studied or practiced the subject in any concentrated way.
- There are more than four million students in physics, chemistry and history classes with teachers lacking the best preparation for teaching their subjects.

How can parents help their child's teacher? The best thing parents can do is get involved and make sure their child's school knows about all the new opportunities in the new law, including grants for retraining. Parents can talk to their school board members and meet with their child's principal, reminding them that *No Child Left Behind* gives states and districts the flexibility to find innovative ways to improve teacher quality, including alternative certification, merit pay and bonuses for people who teach in high-need subject areas like math and science.

Parents have a right to know how their child is doing. That starts with meeting their child's teacher, working with their child on homework and spending time reading and talking with their child. But the most important thing is to understand how education is changing and to help their children's schools enter the new era of *No Child Left Behind*.

CREATING SAFER SCHOOLS

How does this law help secure safer schools? No child can learn in a climate of fear. President Bush believes the first job of government is to protect its citizens—whether the threat is terrorists abroad or criminals at home.

Under *No Child Left Behind*, the administration is working with the states to better protect children, to define a "persistently dangerous school," and to provide families with an alternative to being trapped in an unsafe and threatening environment.

***What is the "Unsafe School Choice Option" in* No Child Left Behind?** States receiving any funds under the act must establish and implement a statewide policy requiring that a student be allowed to attend a safe public elementary or secondary school within the local school district, including a public charter school, if he or she:

- attends a persistently dangerous public elementary or secondary school, as determined by the state in consultation with a representative sample of local school districts, or
- becomes a victim of a violent crime, as determined by state law, while in or on the grounds of the public elementary or secondary school that the student attends.
- States must certify in writing to the Secretary of Education that they are in compliance with this provision as a condition of receiving funds under *No Child Left Behind*.

How will this law help teachers keep classrooms safe? *No Child Left Behind* ensures that teachers, and other school professionals can undertake reasonable actions to maintain order and discipline in the classroom without fear of litigation.

CHOICE

Do the public school choice options include only schools in the same district, or could they include schools in neighboring school districts? Options may include a neighboring school district. If a school is identified for school improvement, corrective action or restructuring, a district must provide all students in the failing school the option to transfer to another public school or charter school that is not failing, no later than the first day of the school year following identification.

However, if all public schools served by the district are in school improvement, corrective action or restructuring, the district must try to establish a cooperative agreement with other districts to provide students the option to transfer to another public school. In addition, nothing in *No Child Left Behind* prohibits districts from establishing cooperative agreements, regardless of whether or not all schools in a particular district are failing. Public school choice must be provided unless state law prohibits it.

Will transportation be offered to pupils exercising public school choice options? Yes. Districts will provide transportation required for a student to exercise public school choice under school improvement, corrective action, restructuring or interdistrict choice offered as part of corrective action for a school.

Which pupils in failing schools will be eligible for public school choice options? All children attending schools identified for school improvement, corrective action or restructuring are eligible to exercise public school choice, but districts must give priority to low-income students (as defined by the district).

How do parents know if their child is eligible for supplemental services? Eligible children are those from low-income families (as defined by the school district) who attend a school in its second year of school improvement, in corrective action or identified for restructuring.

How can parents find out what kind of extra help is available from the school? Schools must provide a list of the programs available in the area, so parents have a full set of options to find whatever services their child needs to get caught up.

Schools that are required to provide supplemental services must: (1) annually notify parents of the availability of those services, including the identity and qualifications of approved providers and a description of the services they provide; (2) help parents select a provider, if such help is requested; and (3) enter into an agreement with a provider for each student that includes goals and a timetable for improving the student's achievement, regular progress reports and a provision for termination if the provider fails to meet the goals, timetables and payment terms.

Who will provide supplemental services? Providers can be non-profit organizations, including faith-based organizations, or for-profit entities with a "demonstrated record of effectiveness" in increasing student academic achievement. The provider must be capable of providing supplemental education services consistent with the instructional program of the district and the state's academic standards.

In addition, providers must give parents and the school information on the progress of the children served, ensure that instruction is consistent with state and local standards, including state student academic achievement standards, and meet applicable health, safety and civil rights laws.

Can faith-based and community-based organizations participate in programs funded under **No Child Left Behind?** Yes. Faith-based and community organizations are eligible to apply for certain grants from the Department of Education and schools. *No Child Left Behind* allows faith-based and community organizations to provide supplemental education services to children who attend failing schools and to compete for funds to provide after-school and mentoring programs.

Do testing and accountability apply to charter schools? The accountability and testing provisions in *No Child Left Behind* must also be applied to charter schools in accordance with states' charter school laws. As public schools, charter schools are subject to the same accountability and testing requirements, but state-authorized chartering agencies, as established by state law, are responsible for ensuring charter schools are meeting the requirements and being held accountable.

Does* No Child Left Behind *provide financing for charter school facilities? Yes. *No Child Left Behind* includes two measures that provide for the facility financing of charter schools. The first measure provides facility-financing assistance to states and localities that support charter schools by allowing the Secretary of Education to award matching incentive grants to those states that provide charter schools with per-pupil expenditure funds.

The second measure extends the Charter School Facility Financing Demonstration Project for an additional two years. The Charter School Facility Financing Demonstration Project encourages the development of innovative approaches to credit enhancement and leverages private capital for charter schools to use for infrastructure needs.

WHERE TO GO

Many of these government and non-profit groups provide useful information about education.

FEDERAL RESOURCES

No Child Left Behind
www.NoChildLeftBehind.gov

The White House
www.whitehouse.gov

Department of Education
www.ed.gov

United States House of Representatives: Committee on Education and the Workforce
edworkforce.house.gov

United States Senate: Committee on Health, Education, Labor, and Pensions
labor.senate.gov

National Institute for Literacy
www.nifl.gov

Partnership for Family Involvement in Education
www.pfie.ed.gov

USA Freedom Corps
www.usafreedomcorps.gov

NATIONAL EDUCATION GROUPS

Achieve
www.achieve.org

American Federation of Teachers
www.aft.org

American Legislative Exchange Council
www.alec.org

Association of American Educators
www.aaeteachers.org

Black Alliance for Educational Options
www.baeo.org

Center for Education Reform
www.edreform.com

Core Knowledge Foundation
www.coreknowledge.org

Council of Chief State School Officers
www.ccsso.org

Education Commission of the States
www.ecs.org

Education Consumers Clearing House
www.education-consumers.com

Education Leaders Council
www.educationleaders.org

Education Excellence Network
www.edexcellence.net

The Education Trust
www.edtrust.org

GreatSchools.net
www.greatschools.net

The Heritage Foundation
www.heritage.org

Just for the Kids
www.just4kids.org

Manhattan Institute for Policy Research
www.manhattan-institute.org

Mathematically Correct
www.mathematicallycorrect.com

National Alliance of Black School Educators
www.nabse.org

National Association of Elementary School Principals
www.naesp.org

National Association of Secondary School Principals
www.nassp.org

National Center for Educational Accountability
www.measuretolearn.org

National Council on Teacher Quality
www.nctq.org

National Reading Panel
www.nationalreadingpanel.org

National Right to Read Foundation
www.nrrf.org

Pacific Research Institute
www.pacificresearch.org

Teach for America
www.teachforamerica.org

Utility/Business Education Coalition
www.ubec.org

STATE

Locate Your State Department of Education
nces.ed.gov/ccd/ccseas.html

LOCAL

Nation-Wide School Locator
nces.ed.gov/globallocator/

These links are provided for informational purposes only and are not intended to imply an endorsement of the sponsoring organization or particular content contained on individual sites.

Key Implementation Dates

Three-month anniversary of *No Child Left Behind* signing	April 8, 2002
Last day states can receive waivers for meeting the 1994 standards and assessment requirement	April 8, 2002
States notify Department of Education they plan to apply for state-flex authority	May 8, 2002
Initial "consolidated state plans" submitted to Department of Education	May 15, 2002
Reading First application deadline	June 12, 2002
Reading First grants awarded	July 1, 2002
Title I and other formula grant money is available for states to access	July 1, 2002
Annual assessment of English proficiency of LEP* students	Fall 2002
Biennial NAEP** state assessment	Fall 2002
Public school choice for eligible students	Fall 2002
States identify providers of supplemental education services	Fall 2002
Supplemental education services provided for eligible students	Fall 2002
States distribute annual state report cards	Fall 2002
School districts distribute annual local report cards	Fall 2002
Annual state Title I report to the Department of Education	Fall 2002
Annual assessments of reading and math in grades 3-8	Fall 2005
Science assessments required	Fall 2007

**Limited English Proficient*
***National Assessment of Educational Progress*

Glossary

Accountability System — Each state sets academic standards for what every child should know and learn. Student academic achievement is measured for every child every year. The results of these annual tests are reported to the public. The state identifies those schools requiring improvement.

Achievement Gap — The difference between how well low-income and minority children perform on tests as compared with their peers. For many years, low-income and minority children have been falling behind their white peers in terms of academic achievement.

Adequate Yearly Progress (AYP) — An individual state's measure of yearly progress toward achieving state academic standards, Adequate Yearly Progress is the minimum level of improvement that school districts and schools must achieve each year.

Alternative Certification — Most teachers are required to have both a college degree in education and state certification before they may enter the classroom to teach. *No Child Left Behind* encourages states to offer other methods of qualification that would allow talented individuals to teach subjects they know well.

Assessment — Assessment is another word for "test." Under No *Child Left Behind*, tests are aligned with academic standards. Since 1994, all schools have been required to administer tests in each of three grade spans: grades 3-5, grades 6-9, and grades 10-12. Beginning in the 2005-06 school year, tests must be administered every year in grades 3 through 8 in math and reading. Beginning in the 2007-08 school year, science achievement must also be tested in each of the three grade spans.

Charter School — Charter schools are independent public schools designed and operated by educators, parents, community leaders, education entrepreneurs and others. They are sponsored by designated local or state education organizations, which monitor their quality and effectiveness but allow them to operate outside of the traditional system of public schools.

Comprehension	The ability to understand and gain meaning from what has been read.
Corrective Action	When a school or school district does not make adequate yearly progress, the state will place it under a corrective action plan. The plan will include resources to improve teaching, administration or curriculum. If failure continues, then the state has increased authority to make necessary additional changes to ensure improvement.
Disaggregated Data	"Disaggregate" means to separate a whole into its parts. In education, this term means that test results are sorted into groups of students who are economically disadvantaged, from racial and ethnic minority groups, have disabilities or have limited English fluency. This practice allows parents and teachers to see more than just the average score for their child's school. Instead, parents and teachers can see how each student group is performing.
Distinguished Schools	Awards granted to schools that make major gains in achievement.
Early Reading First	This is a nationwide effort to provide funds to school districts and other public or private organizations that serve children from low-income families. The Department of Education will make competitive six-year grants to local education agencies to support early language, literacy and pre-reading development of preschool-age children, particularly those from low-income families.
Elementary and Secondary Education Act (ESEA)	ESEA, which was first enacted in 1965, is the principal federal law affecting K-12 education. The *No Child Left Behind Act* is the most recent reauthorization of the ESEA.
Flexibility	This term refers to a new way of funding public education. The *No Child Left Behind Act* gives states and school districts unprecedented options for using federal education dollars in exchange for strong accountability for results.
Fluency	The capacity to read text accurately and quickly.

Local Education Agency (LEA)	An LEA is a public board of education, or other public authority within a state, that maintains administrative control of public elementary or secondary schools in a city, county, township, school district or other political subdivision of a state.
National Assessment of Educational Progress (NAEP)	An independent benchmark, NAEP is the only nationally representative and continuing assessment of what American students know and can do in various subject areas. Since 1969, the National Center for Education Statistics has conducted NAEP assessments in reading, mathematics, science, writing, U.S. history, geography, civics and the arts.
Phonemic Awareness	The ability to hear and identify individual sounds or phonemes in spoken words.
Phonics	The relationship between the letters of written language and the sounds of spoken language.
Public School Choice	Students in failing schools will have the option to transfer to a better public school or charter school within the same district. The school districts will be required to provide transportation to the students. Priority will be given to low-income students.
Reading First	A bold new national initiative aimed at helping every child in every state become a successful reader.
State Education Agency (SEA)	An SEA is the agency primarily responsible for the state supervision of public elementary and secondary schools.
Supplemental Services	Students from low-income families who are attending schools that have been identified as failing for two years will be eligible to receive outside tutoring or academic assistance. Parents can choose the appropriate services for their child from a list of approved providers. The school district will purchase the services.

Teacher Quality	To ensure that every classroom has a highly-qualified teacher, states and districts around the country are using innovative programs to address immediate and long-term needs, including alternative recruitment strategies, new approaches to professional development, financial incentive programs, partnerships with local universities and much more.
Title I	Title I refers to programs aimed at America's most disadvantaged students. Title I Part A provides assistance to improve the teaching and learning of children in high-poverty schools to enable those children to meet challenging state academic content and performance standards. Title I reaches about 12.5 million students enrolled in both public and private schools.
Transferability	New funding flexibility authority that allows states and local educational agencies to transfer a portion of the funds that they receive under certain federal programs to other programs to most effectively address their unique needs.
Unsafe School Choice Option	Students who attend persistently dangerous public schools or have been victims of violent crime at school are allowed to transfer to a safer public school.
Vocabulary	The words students must know to read effectively.

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www.NoChildLeftBehind.gov